

**South Dakota Part B Parent Survey  
2009-10**

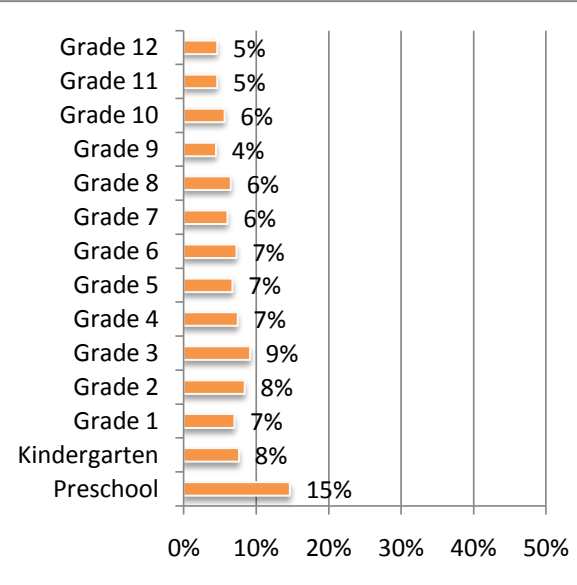
**State**

Number of Parents Who Received the Parent Survey:  
Number of Parents Who Completed the Parent Survey:  
Percentage of Parents Who Completed the Parent Survey:

17,707
3,518
19.9%

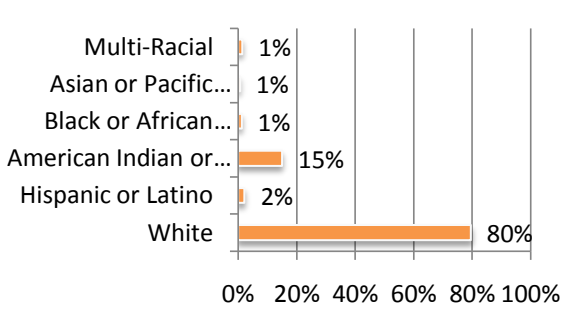
**Table 1: Parent Respondents Who Had A Child in this Grade at Time of Survey**

	<b>Number</b>	<b>Percent</b>
Preschool	508	15%
Kindergarten	264	8%
Grade 1	242	7%
Grade 2	291	8%
Grade 3	317	9%
Grade 4	258	7%
Grade 5	234	7%
Grade 6	252	7%
Grade 7	210	6%
Grade 8	225	6%
Grade 9	154	4%
Grade 10	195	6%
Grade 11	160	5%
Grade 12	160	5%



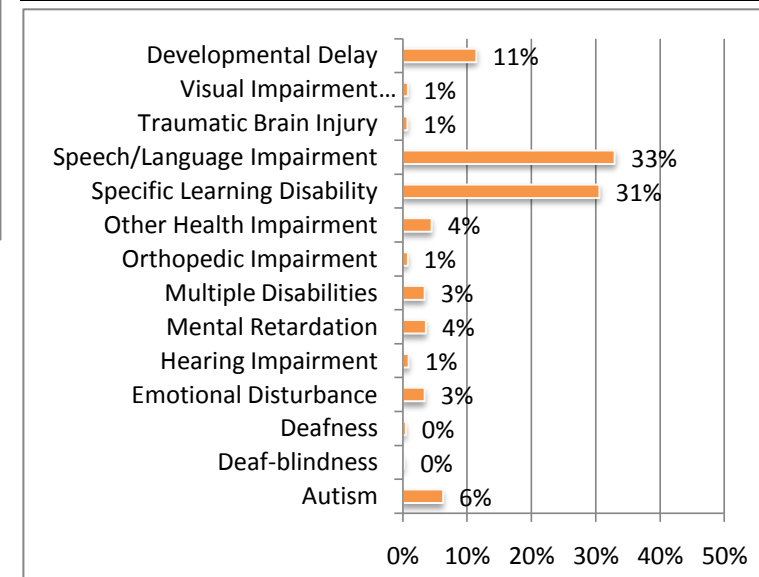
**Table 2: Parent Respondents Who Had A Child of this Race/Ethnicity**

	<b>Number</b>	<b>Percent</b>
White	2753	80%
Hispanic or Latino	74	2%
American Indian or Alaskan	520	15%
Black or African American	42	1%
Asian or Pacific Islander	22	1%
Multi-Racial	49	1%



**Table 3: Parent Respondents Who Had A Child With This Primary Disability**

	<b>Number</b>	<b>Percent</b>
Autism	199	6%
Deaf-blindness	7	0%
Deafness	14	0%
Emotional Disturbance	109	3%
Hearing Impairment	30	1%
Mental Retardation	115	4%
Multiple Disabilities	108	3%
Orthopedic Impairment	24	1%
Other Health Impairment	143	4%
Specific Learning Disability	974	31%
Speech/Language Impairment	1050	33%
Traumatic Brain Injury	23	1%
Visual Impairment (Including Blindness)	24	1%
Developmental Delay	365	11%



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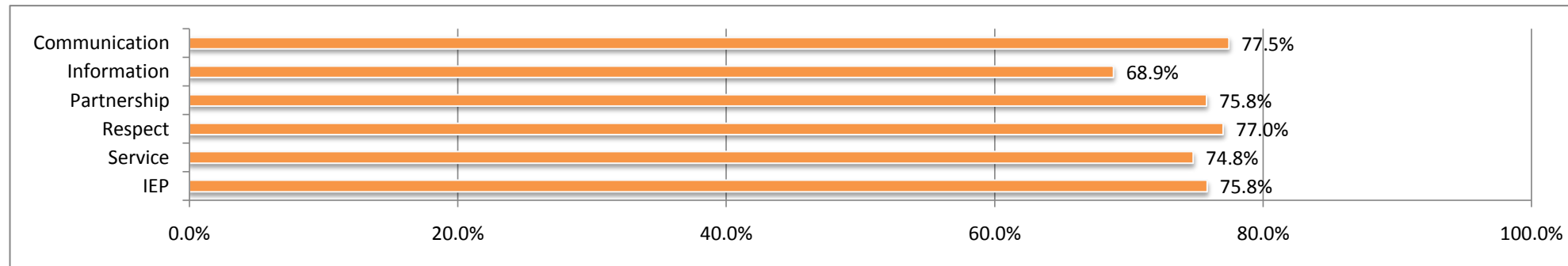
**3,518**

**Table 4: Parent Involvement Percentage:**

Percent of parent respondents who report that the school facilitated their involvement:

	Target Percentage for 2009-10:	Percent across the State:	Did the State Meet the Target?
Overall Parent Involvement	64.2%	84.2%	YES

**Table 5: Chart of mean scores for each scale. See below for explanation of each scale.**



**Explanation of the Overall and Scale Percentages:**

The scores are based on a "percent of max" score. A percent of max score indicates the percentage of points the parent "awarded" to the program on certain items.

For example, a parent who rated the program a "6" (Very Strongly Agree) on each of the selected items, would receive a 100% score. This parent awarded the program the highest number of possible points. A parent who rated the program a "1" (Very Strongly Disagree) on each of the selected items would receive a 0% score. This parent rated the program the lowest number of points possible. A parent who rated the program a "4" (Agree) on each of the selected items would receive a 60% score. This parent awarded the program 60% of the total possible points. A parent who rated the program a "3" (Disagree) on each of the selected items would receive a 40% score.

Please note that there is more than one way of arriving at a particular score. For example, to get an 80% score, a parent might have circled response "5" (Strongly Agree) on each of the selected items. Or a parent could have rated the program a "6" (Very Strongly Agree) on half the items and a "4" (Agree) on half the items – this also would result in an 80% score.

To determine a state's Overall Parental Involvement Percentage, the percentage of parents who had a percent of max score of 60% or above was calculated. This is based on all 25 items.

Interpretation example of a scale score: If the mean score for Communication is 65%, that means that on average, parents awarded 65% of the total possible points to the 8 Communication items.

Scales for the mean scores: Communication (Q08, Q09, Q10, Q17, Q19, Q20, Q23); Information (Q06, Q21, Q22, Q24, Q25, Q26); Partners (Q01, Q07, Q11, Q14, Q16); Respect (Q15, Q18); IEP (Q02, Q03, Q04, Q12); Service (Q05, Q13)

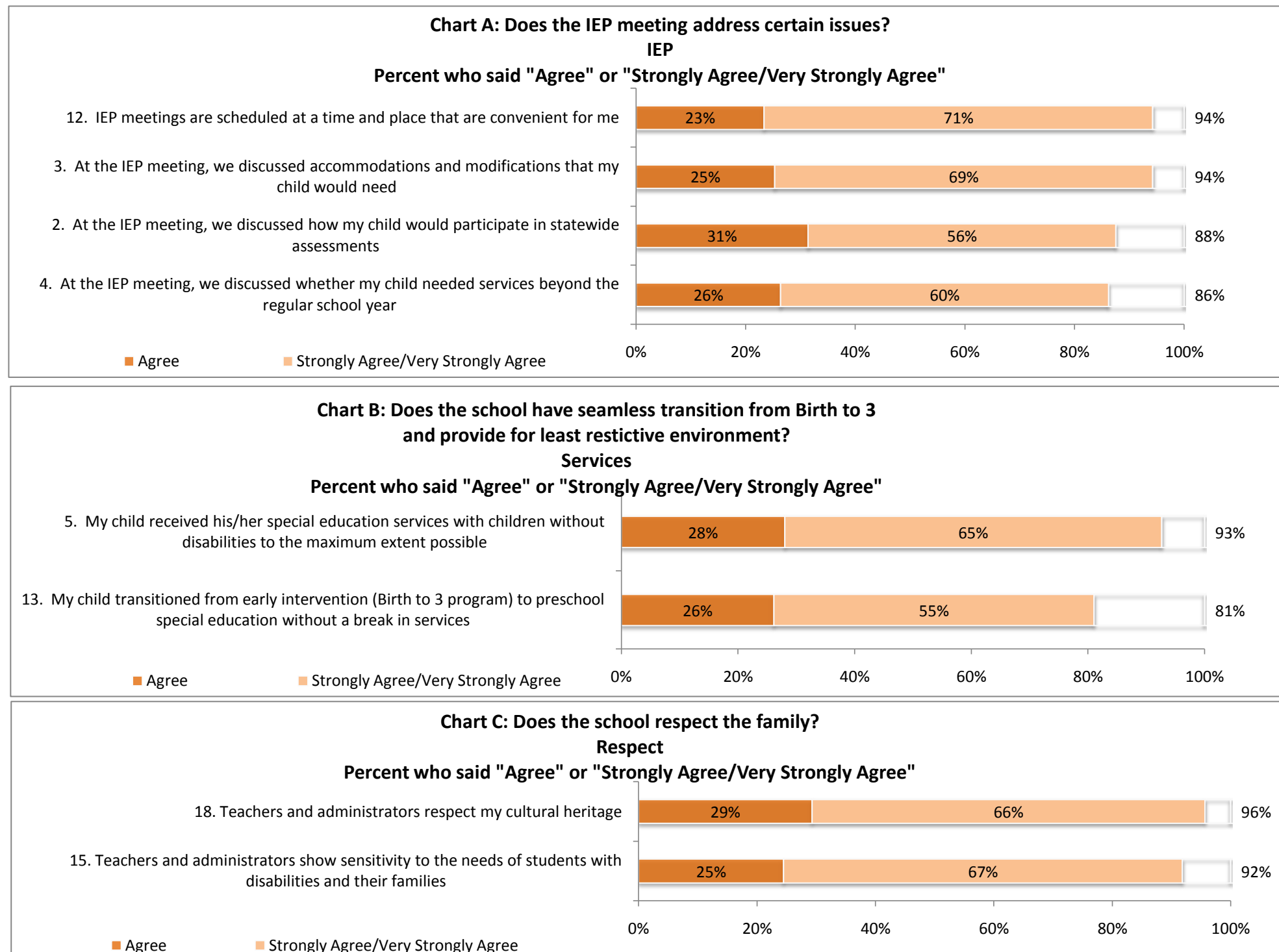
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Number of Parents Who Completed the Parent Survey: **3,518**

**Table 6: Individual Item Results**

	# Answered	% Answered	<i>Percent who said:</i>						Agree, Very Strongly Agree
			Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program	3490	99%	2%	2%	3%	24%	29%	40%	94%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments	3321	95%	3%	2%	7%	31%	24%	32%	88%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need	3420	97%	2%	1%	2%	25%	27%	42%	94%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year	3405	97%	3%	2%	9%	26%	23%	36%	86%
5. My child received his/her special education services with children without disabilities to the maximum extent possible	3345	95%	2%	2%	3%	28%	25%	40%	93%
6. I was given information about organizations that offer information and training for parents of students with disabilities	3151	90%	5%	4%	20%	29%	18%	24%	71%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs	3409	97%	4%	2%	8%	27%	24%	36%	86%
8. My child's evaluation report is written in terms I can understand	3485	99%	2%	1%	2%	27%	25%	42%	94%
9. Written information I receive is written in an understandable way	3489	99%	2%	1%	2%	27%	26%	42%	95%
10. Teachers are available to speak with me	3498	100%	3%	1%	2%	22%	25%	49%	95%
11. Teachers treat me as an equal team member	3487	99%	3%	1%	3%	21%	24%	47%	93%
12. IEP meetings are scheduled at a time and place that are convenient for me	3470	99%	3%	1%	2%	23%	23%	47%	94%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services	2338	67%	7%	2%	10%	26%	19%	36%	81%
<b>Teachers and Administrators:</b>									
14. Seek out parent input	3420	97%	3%	2%	5%	27%	26%	37%	90%
15. Show sensitivity to the needs of students with disabilities and their families	3360	96%	3%	2%	4%	25%	26%	41%	92%
16. Encourage me to participate in the decision-making process	3423	98%	3%	2%	3%	25%	26%	41%	92%
17. Answer any questions I have about Procedural Safeguards (parent rights)	3313	94%	3%	1%	2%	28%	25%	42%	94%
18. Respect my cultural heritage	2981	85%	3%	1%	1%	29%	23%	43%	96%
<b>My Child's School:</b>									
19. Has a person on staff who is available to answer questions	3465	99%	3%	1%	2%	25%	25%	45%	95%
20. Communicates regularly with me regarding my child's progress on IEP goals	3420	97%	3%	2%	4%	26%	24%	40%	91%
21. Provides information about options for services/related services that address my child's needs	3310	94%	4%	2%	8%	28%	24%	35%	87%
22. Offers parents information/training about special education issues	3241	92%	4%	2%	12%	30%	20%	31%	82%
23. Offers parents a variety of ways to communicate with teachers	3388	97%	3%	2%	5%	29%	24%	37%	91%
24. Gives parents the help they may need to play an active role in their child's education	3399	97%	3%	2%	5%	29%	24%	37%	90%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.)	2685	77%	4%	3%	11%	30%	21%	31%	82%
26. Explains what options parents have if they disagree with a decision of the school	3168	90%	4%	3%	10%	30%	21%	32%	83%

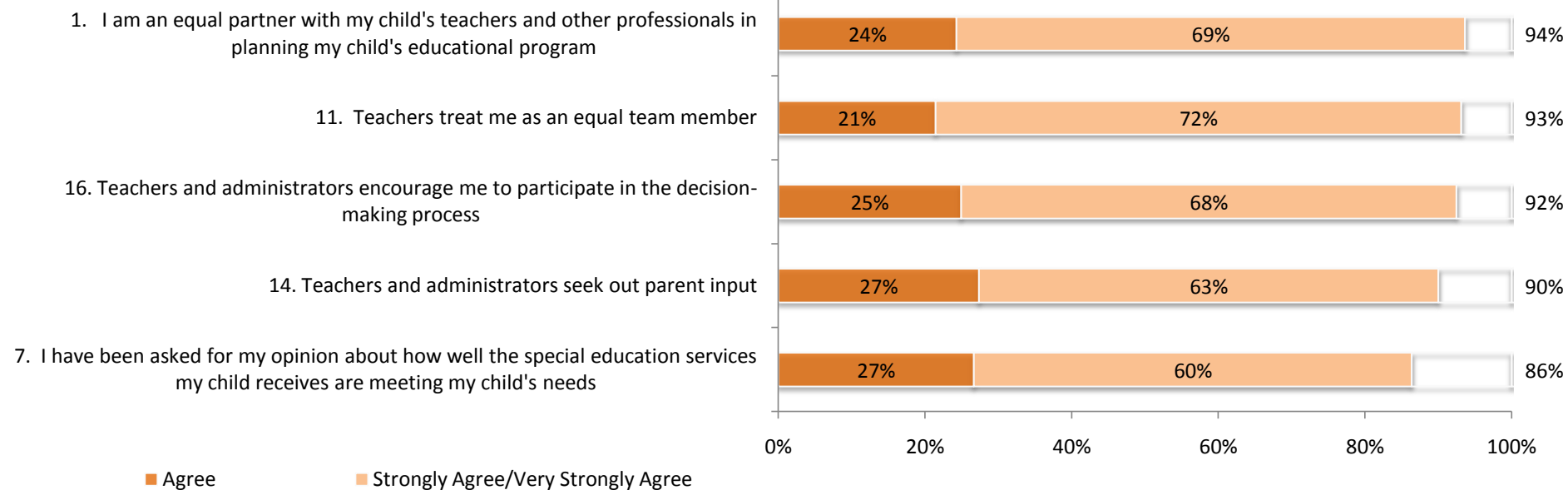
## Display 1: Item Results, Grouped by Item Scales



**Chart D: Does the school encourage parents to be an equal partner?**

**Partnership**

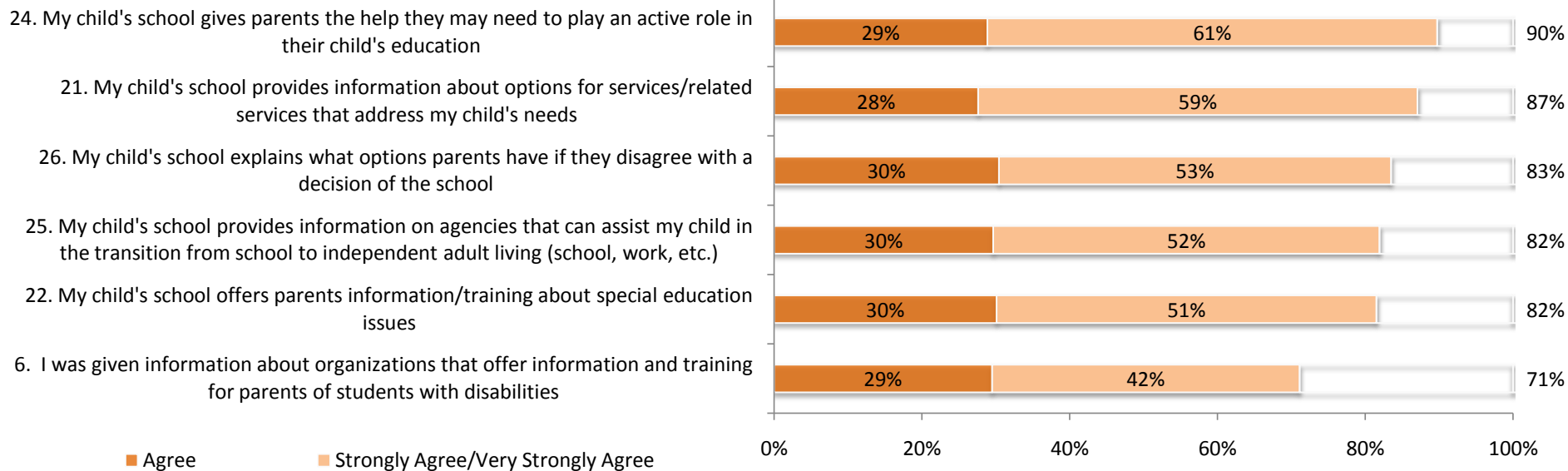
**Percent who said "Agree" or "Strongly Agree/Very Strongly Agree"**



**Chart E: Does the school provide information on options parents can take to help their child?**

**Information**

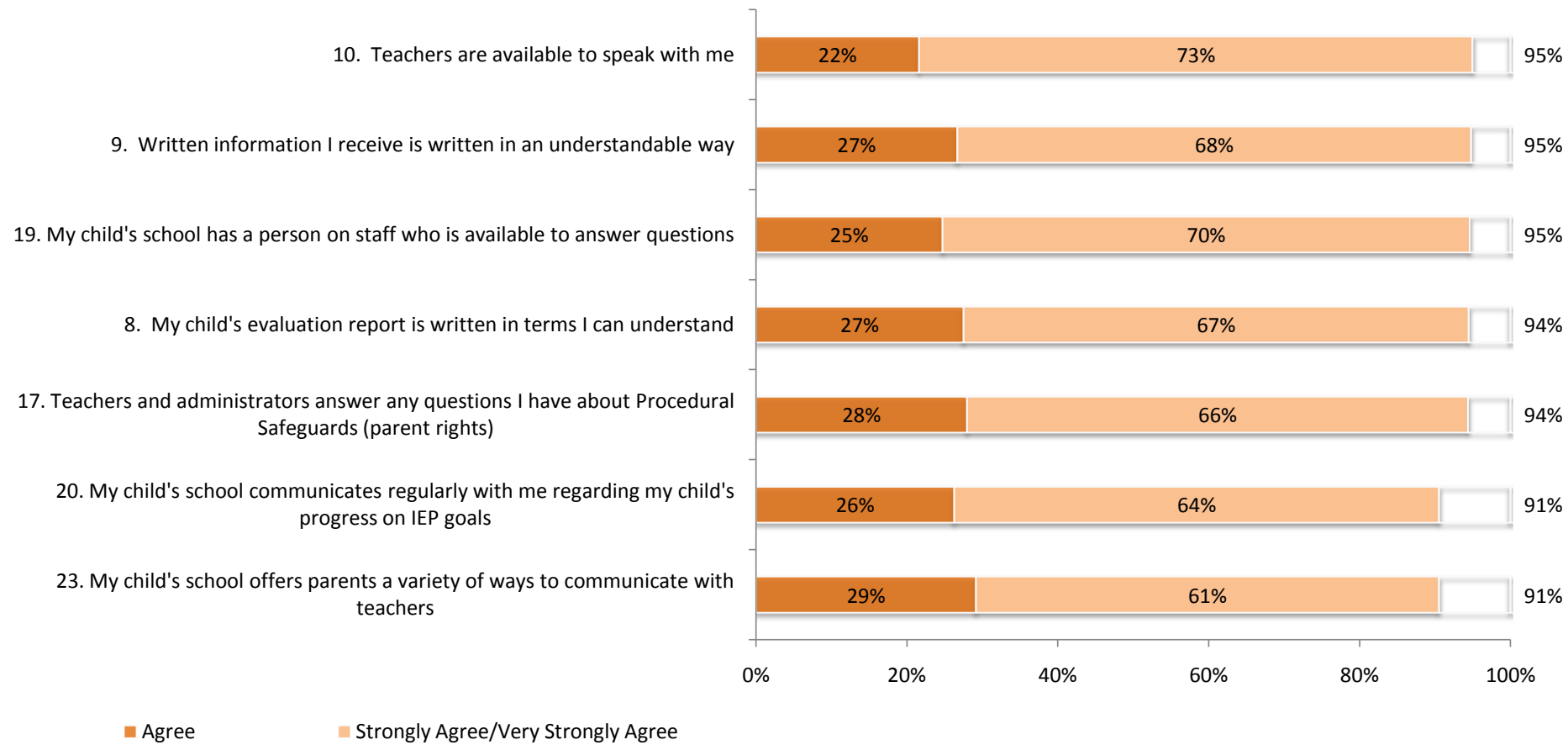
**Percent who said "Agree" or "Strongly Agree/Very Strongly Agree"**



**Chart F: Does the school adequately communicate with the parent?**

**Communication**

**Percent who said "Agree" or "Strongly Agree/Very Strongly Agree"**



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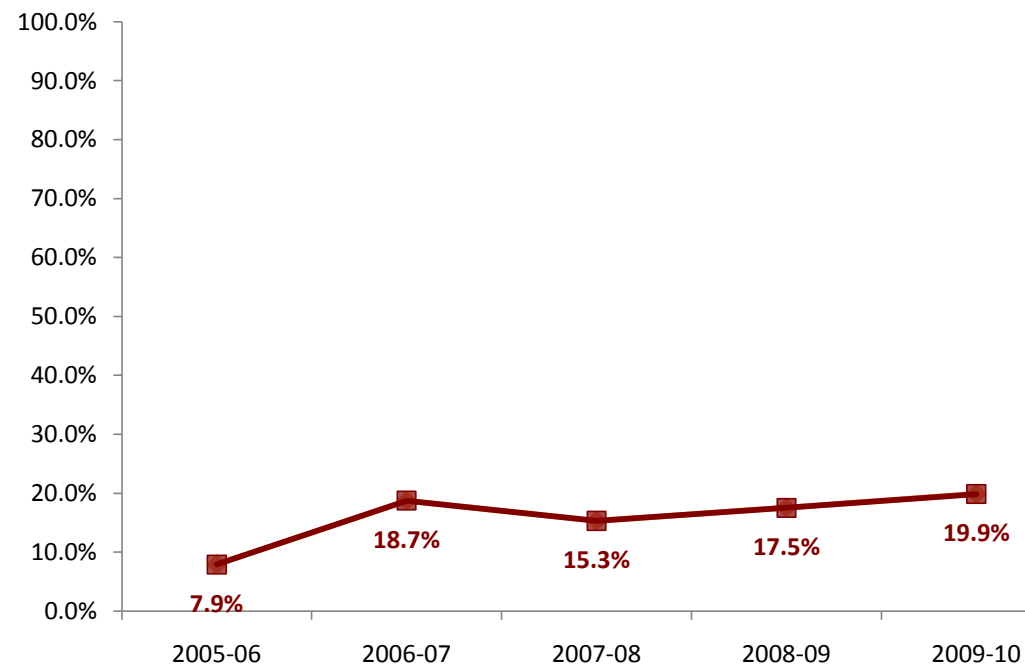
**Table 7: Response Rates**

	2005-06	2006-07	2007-08	2008-09	2009-10
Sample	17,631	17,787	17,751	17,662	17,707
Completed	1,394	3,334	2,716	3,093	3,518
Response Rate	7.90%	18.74%	15.30%	17.51%	19.87%

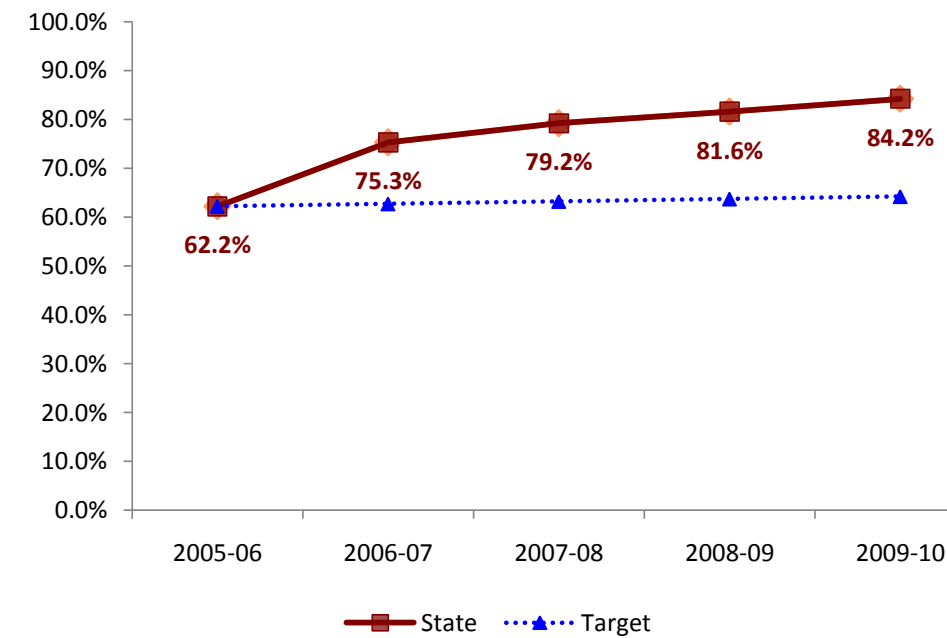
**Table 8: Parent Involvement Comparison**

	2005-06	2006-07	2007-08	2008-09	2009-10	
	Percent across the State:	Percent across the State:	Percent across the State:	Percent across the State:	Percent across the State:	2009-10 State Minus 2008-09 State
Overall Parental Involvement	62.2%	75.3%	79.2%	81.6%	84.2%	● 2.6%

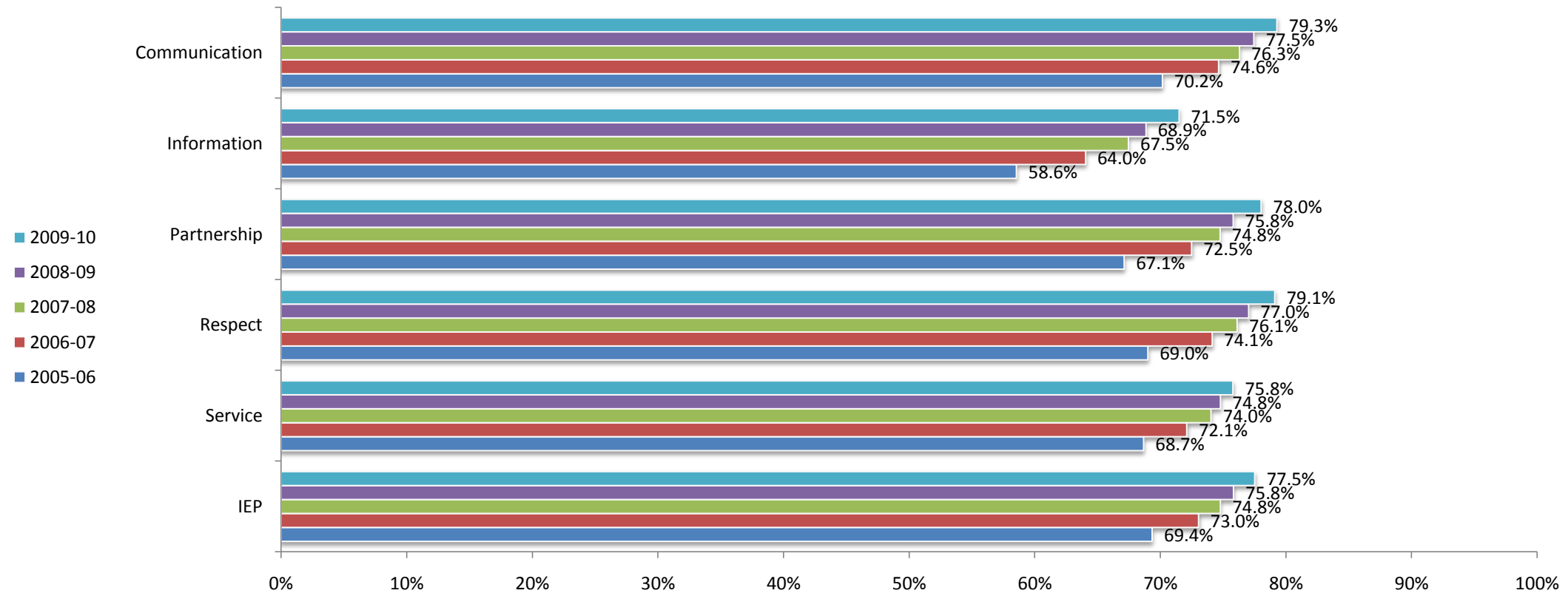
**Display 2: Response Rate - Over Time**



**Display 3: Parent Involvement Percentage - Over Time**



**Display 4: Comparison chart of mean scores for each scale**





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**Table 9: Response Comparison**

Percent of parent respondents who agreed to an item - Results over Time

	2005-06	2006-07	2007-08	2008-09	2009-10	
	Agree, Strongly Agree, Very Strongly Agree	Agree, Strongly Agree, Very Strongly Agree	Agree, Strongly Agree, Very Strongly Agree	Agree, Strongly Agree, Very Strongly Agree	Agree, Strongly Agree, Very Strongly Agree	2009-10 Minus 2008- 09
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program	86%	91%	92%	92%	94%	● 1.6%
2. At the IEP meeting, we discussed how my child would participate in statewide assessments	71%	79%	85%	85%	88%	● 2.2%
3. At the IEP meeting, we discussed accommodations and modifications that my child would need	90%	94%	94%	94%	94%	● 0.4%
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year	82%	84%	85%	87%	86%	● -0.4%
5. My child received his/her special education services with children without disabilities to the maximum extent possible	85%	91%	91%	92%	93%	● 1.1%
6. I was given information about organizations that offer information and training for parents of students with disabilities	50%	58%	65%	67%	71%	● 3.9%
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs	69%	78%	83%	85%	86%	● 1.6%
8. My child's evaluation report is written in terms I can understand	89%	93%	93%	93%	94%	● 1.4%
9. Written information I receive is written in an understandable way	90%	94%	94%	94%	95%	● 1.1%
10. Teachers are available to speak with me	90%	94%	95%	94%	95%	● 0.6%
11. Teachers treat me as an equal team member	84%	91%	92%	92%	93%	● 0.7%
12. IEP meetings are scheduled at a time and place that are convenient for me	91%	93%	93%	94%	94%	● 0.5%
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services	77%	79%	80%	81%	81%	● 0.3%
<b>Teachers and Administrators:</b>						
14. Seek out parent input	76%	85%	87%	89%	90%	● 1.0%
15. Show sensitivity to the needs of students with disabilities and their families	79%	88%	90%	90%	92%	● 1.8%
16. Encourage me to participate in the decision-making process	83%	89%	91%	90%	92%	● 2.3%
17. Answer any questions I have about Procedural Safeguards (parent rights)	89%	93%	93%	93%	94%	● 1.6%
18. Respect my cultural heritage	94%	95%	95%	95%	96%	● 0.2%
<b>My Child's School:</b>						
19. Has a person on staff who is available to answer questions	90%	93%	95%	94%	95%	● 0.6%
20. Communicates regularly with me regarding my child's progress on IEP goals	79%	85%	86%	88%	91%	● 2.7%
21. Provides information about options for services/related services that address my child's needs	70%	77%	83%	85%	87%	● 2.3%
22. Offers parents information/training about special education issues	59%	71%	77%	78%	82%	● 3.6%
23. Offers parents a variety of ways to communicate with teachers	78%	85%	88%	90%	91%	● 0.6%
24. Gives parents the help they may need to play an active role in their child's education	75%	84%	87%	88%	90%	● 1.7%
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.)	61%	70%	76%	79%	82%	● 2.9%
26. Explains what options parents have if they disagree with a decision of the school	67%	75%	80%	80%	83%	● 3.2%